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ABSTRACT

This directory contains descriptions of education programs in the area of career development that have been developed by individual school districts throughout the United States in response to their local needs and which have been validated as successful by the Joint Dissemination Review Panel of the United States Department of Education. The programs are available for adoption by other districts. Included are an alphabetical table of contents, an index of programs by category, and an index of programs by grade level(s) for which the programs have been validated. Program titles, descriptions, contact persons, and other relevant information are provided for a total of 36 programs in the categories of allied health occupations, alternative education, basic skills, behavior problems, career awareness, career development, career guidance, communication skills, competency based education, computer application occupations, daily living skills, diagnostic teaching, dropout prevention, emotional disturbance, environmental orientation, functional literacy, individualized learning, industrial arts, mathematics, multimedia program, nontraditional career options, problem solving, reading, remedial reading, school community programs, self-care skills, social studies, special education, special populations, staff development, and vocational education. (NB)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

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Career Development

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following three pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

June 1986

CAREER DEVELOPMENT PROJECTS

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A.D.V.A.N.C.E. An alternative academic and vocational program for severely emotionally disturbed youth. Severely emotionally disturbed youth, ages 14-20.

Description The primary goal of the program is the modification and development of social behaviors needed to complete academic and vocational training and to facilitate a return to the mainstream of secondary educational programs. The structure of A.D.V.A.N.C.E. is focused on a behavior modification management system applied during the total instructional day that involves academic, prevocational, and recreational periods. Behavior is monitored in five targeted areas, CHADS—Cursing, Hitting, Assigned area, Distracting behavior, and Staying on task. First-year students receive 2 hours of individualized academic instruction,1 hour of prevocational training, 1 hour of recreational activities, and 1 hour of social-related survival skills. Second-year students and beyond receive 2 hours individualized academic instruction, 1/2 hour of recreational skills, and 2-1/2 hours of vocational training. During the instructional day, the 5 targeted behaviors are recorded every 15 minutes for each student. Positive behavior is recognized by equating a unit point to each behavior which was not violated during a 15-minute interval. The daily sum of these points allows the student to be eligible for immediate awards or to save them for delayed gratification. In addition, field trips are earned over time to reinforce lengthy positive behavior. Students may be admitted to or exit the A.D.V.A.N.C.E. Program throughout the school year. A.D.V.A.N.C.E. includes a 3-member support team composed of a school psychologist, a learning disability teacher/consultant, and a social worker. Together, they refine diagnostic information through testing of the students' academic level and vocational potentials, interpret and structure an implementation plan.

Contact *Raymond J. Bielicki, Principal, or William H. Adams, Superintendent; Salem County Vocational Technical Schools; 172 Salem-Woodstown Road; Salem, NJ 08079. (609) 935-7363.*

Developmental Funding: USOE ESEA TITLE IV-C

JDRP No. 83-43 (6/15/83)

ALTERNATE LEARNING PROJECT (ALP). A community-based alternative to traditional school, offering a complete program and Special Focus Programs to supplement existing programs. JDRP approved for grades 9-12, all abilities.

Description ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by lottery, using such factors as race, family income, sex, and grade level to achieve a population that reflects the city and school system profile. ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student activity; to involve students and parents in school governance and decision-making; and to maximize learning opportunities in the community. Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required), and the ALP Core Diploma requirements (according to which students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities).

Contact *John J. Ramos, Director; Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02903. (401) 456-9194 or 9195.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-86 (6/6/74)

PROJECT CAP: Boston Mountains Educational Cooperative's Career Awareness Program. A program for infusing career awareness into the regular elementary curriculum, emphasizing the relationship between careers and basic academic skills.

Audience Approved by JDRP for students of all abilities, grades 1-8; kindergarten and ninth grade programs are available.

Description Career awareness becomes an integral part of pupils' grades K-9 through the use of learning activity packets. For each grade level, there are 32 different packets representing 30 occupations. Each packet includes a career story incorporating the concepts of work as a way of life; the tasks performed; the tools, training, education, and personal traits needed; and the general earnings to be expected. Pupils are provided the opportunity to exercise individual preferences, to use problem-solving skills, to be creative, and to develop decision-making skills. Each packet also includes an academic skill that is in the regular classroom curriculum and closely relates to the career studied. The worker's need for this skill, teaching facts or information, and practice activities for developing or improving that skill are provided in each packet. A posttest (review) covering the career concepts completes the packet. Care has been taken to show students that school subjects are important and related to the world of work.

The packets are designed to be completed in 15-30 minutes. They may be used to introduce, review, or reinforce their companion academic skills at the appropriate times.

Key Elements: teachers and administrators have received inservice training in infusing Project CAP into the classroom; sufficient materials have been provided for all participating teachers and pupils; pretest is administered (posttest planned for); teachers are using materials in accordance with plans made at training workshops.

The original data submitted demonstrated that the treatment schools out-performed the control school by a large margin. At every grade level, group differences were highly significant. The recertification data indicates equal or greater improvement in effectiveness.

Requirements Training for teachers and project administrators in the adopting districts is provided by Project CAP staff during a four or five hour workshop. Further inservice visits are possible if requested. Experience has shown that administrator and teacher support results in a strong program.

Costs A set of 32 learning activity packets (25 copies of each) for a single grade level, $105. Teacher's manual, $5. Principal's or coordinator's manual, $3. These materials are available only to adopting schools.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available for out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

Contact *Jeanne Leffler, Director, or Dorthea King, Assistant Director, Box 13; Greenland, AR 72737. (501) 443-3336.*

CAREER ASSESSMENT AND PLANNING: A program providing career guidance for 9th grade students.

Audience Approved by JDRP for 9th grade students.

Description The program provides a structured year-long career guidance curriculum that meets for one, fifty-five minute period each day. Coordinated by a counselor, it may be taught by a classroom teacher from any subject area. The program assists students in adjusting to high shcool and the future by helping them plan for the world of work through structured lessons in study habits, decision-making, goal setting, job seeking skills, getting along on the job, and self responsibility.

The program is organized into ten units; (1) orientations to high shcool and career planning; (2) interest and ability testing; (3) study skills; (4) decision-making; (5) career planning and high school course planning; (6) responsiblity at home, school and work; (7) getting along on the job; (8) goal-setting; (9) parent-teacher-student conferences; (10) computers and you.

Program participants out perform control group students at statistically and educationally significant levels in three areas: (1) knowledge of decision-making process; (2) knowledge of goal-setting strategies; (3) knowledge of effective study techniques. Program impact was determined by comparing the gains of treatment vs. control groups with a t-test ($p<.001$).

Requirements The curriculum can be adopted as a semester-long or a year-long course. In addition, districts can choose all or any of the units from the curriculum for adopton. A training workshop is required for all staff involved in the Career Assessment and Planning Curriculum.

Costs Training fees (cost to be negotiated). Teacher manual, $20; student manual, $10. Price for manuals is reduced for orders of 150 or more. Additional costs for filmstrips and testing materials available upon request.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Staff are available for out-of-state awareness meetings (cost to be negotiated). A training workshop is available at adoption sites (cost to be negotiated).

Contact ***Allen Johnson, Project Coordinator, Career Assessment and Planning, Godwin Heights Public Schools, 7 East 36 Street, Wyoming, Michigan 49508. (616) 245-0461.***

Developmental Funding: ESEA Title IV-C

JDRP No. 83-47 (10/14/84)

CAREER DEVELOPMENT PROGRAMS. A career education effort that exemplifies the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum.

Audience Approved by JDRP for students of all ability levels in grades K-10. This program has been used in other settings with grades 11 and 12.

Description This program continually demonstrates the relationships between basic curriculum skills and eventual worker roles. The program conforms to the State of Ohio model; thus, it provides for three career development stages: Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12). The motivation program develops positive attitudes toward task completion, pride in accomplishment, awareness of the variety of workers, the dignity of work, and self-worth. During the orientation stage, students study the relationship between curriculum skills and occupational areas, worker characteristics, and identify personal work values, interests, and abilities. The exploration phase introduces in-depth studies in occupational areas of student choice, and builds on realistic career exploring experiences with a heavy emphasis on decision making.

During all three stages of the program, seven developmental areas are integrated into all school subjects by teachers. These are: education and training, the individual and environment, world of work, economics, self, employability and work adjustment, and decision making. A major element of the program is the involvement of community members and workers of all types as collaborators with educators in preparing youth for entry into a changing work force and the skills needed to prepare for productive participation in a highly technical society.

Requirements A group of teachers, a single school, or an entire district can adopt the program. Project coordination can be provided by a teacher, counselor, principal, or an assigned coordinator. Successful implementation depends on intensive staff inservice where concepts, materials, and sample activities are introduced. The project makes extensive use of community resources by means of special ongoing community-based programs involving local business, industry, and labor.

Costs Start-up costs will vary depending on the intensity of activity expected in the beginning year and the number of teachers involved in the adoption. A minimum suggestion for initial training and purchase of materials for a building would be $3,000. The Akron Schools serve 37,000 students with a budget of $5 per student.

Services Vistors are welcome at the project site by appointment. A trainer can be made available for awareness training. (Expenses to be paid by requesting site). Implementation training can be conducted in Akron or at the adopting site. (Adoption district to pay expenses.)

Contact ***Nick Topougis, Director of Career Education Programs, 65 Steiner Ave.; Akron, OH 44301. (216) 434-3404.***

Developmental Funding: USOE BOAE

JDRP No. 78-181 (5/25/78)

CAREER EDUCATION RESOURCE CENTER PROGRAM (CERCP). A program to increase self-appraisal, occupational information, goal selection, planning and problem solving. Approved by JDRP for students in grade 10.

Description Although this program was developed for large, urban, principally minority-student school systems, project staff assert that it can be used by any system whose graduates face potential unemployment owing to inadequate training in work values and insufficient knowledge of career possibilities.

Coordinated activities take place in the Career Education Resource Center, the classroom, and the community. The project employs the infusion approach to weave career education content into instruction in academics, counseling and supplementary student activities. In the academic disciplines, competency-based lesson plans and instructional materials are used to integrate career education into subject area content. Each semester includes a minimum of 40 instructional sessions lasting between 45 and 70 minutes.

Program activities include student assessments, teacher training, individual and group guidance, field experiences, minicourse instruction in test taking, life skills, and career decision making, career research and exploration, a career-focused newspaper, parent seminars, and community involvement activities.

Contact *Essie Page, State Coordinator of Career Education; District of Columbia Public Schools System; P.O. Box 40720, Washington, DC 20004. (202) 724-4015, 4016, 4017.*

Developmental Funding: USOE Emergency Sch. Asst Act.

JDRP No. 80-4 (4/22/80)

CERES: CAREER EDUCATION RESPONSIVE TO EVERY STUDENT. A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.

Audience Approved by JDRP for all students grades K-12.

Description CERES is a comprehensive career education infusion program for grades K-12. The program purpose is to provide students with the basic academic and employability skills necessary for competent, productive performance both in school and after leaving school. The program is tailored to the developmental ages of students at the different grade levels. The objectives are that students will: 1) identify and practice responsible work habits 2) acquire knowledge of diverse occupations (training preparation and job duties) and 4) apply basic skills to career decisions and actions (job seeking and job-retention).

CERES enhances instructional time and makes education more efficient. CERES prepares students for the employment trend of the future. CERES is easy to use. The materials are self-contained and do not require extensive supplementary resources. They are flexible and may be used by any teacher, with students of various abilities, and at various levels ranging from an individual classroom or school to district-wide use.

CERES includes systematic, institutional management procedures to enhance and strengthen the involvement of local business and community groups.

Requirements The project's activities are easily transportable since they can be implemented without disrupting existing programs. The program can be adopted by individual teachers and/or schools. Two days of staff training are advisable.

Costs Program instructional, management, and evaluation materials are available at cost. Release time is required for training. Installation costs for full district adoption (5,000 students) is estimated at $6,750 or $1.35 per student.

Services Awareness materials are available at no cost. Visitors are welcome on scheduled days. Limited staff for out-of-state awareness, training, and follow-up sessions. All costs to be reimbursed.

Contact *Dr. M. Robert Adkison, Superintendent; Virginia H. Lish, Ceres School District; 2503 Lawrence Ave., Ceres, CA 95307. (209) 538-0148.*

Developmental Funding: USOE Career Education

JDRP No. 78-182R (4/26/83)

CAREER INTERN PROGRAM. A program aimed at dropout prevention at the secondary school level. Approved by JDRP for students grades 10-12 who have been designated by school officials as having dropped out of school or as having the potential to drop out.

Description Applicants are dropout and potential dropout students from Philadelphia, Detroit, Hudson Valley, New York and Seattle high schools. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; no major disciplinary problems; family adjustment problems; negative shifts in academic achievement levels. After prospective students are recruited, they are exposed to the intake interview. They are also tested to determine if they have attained the minimum fifth-grade reading level requirements for admission. They are then scheduled for orientation and admitted to the program. Interns participate in the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. Career-oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curricula consists of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which interns have expressed interest is conducted. Career-oriented activities and counseling support continue. College preparatory activities are implemented for college-bound interns. Arrangements are made to place interns into OJT, advanced skills training, and employment slots.

Contact *Robert Jackson, Program Manager; OICs of America, Inc.; 100 W. Coulter St.; Philadelphia, PA 19144. (215) 438-9800.*

Developmental Funding: National Institute of Education JDRP No. 77-119 (6/1/77)

CAREER PLANNING SUPPORT SYSTEM. A set of materials for implementing a comprehensive high school career development program.

Audience Approved by JDRP for high school staff.

Description The Career Planning Support System was developed between 1971 and 1973 by the National Center for Research in Vocational Education in response to an apparent need for the application of systems methodology to career education. The result is an extensive set of printed materials and filmstrip-tapes describing a comprehensive organization framework and procedures that school staff can use to set up an accountable, school wide high school career development program. (CPSS defines development as the acquisition of non-technical skills needed for a person to be able to work.)

Five elements are considered essential for a systematic planning process: a structure that makes provision for leadership and active committee work, assessment of local career education needs and use of the results in establishing the program, a set of career development goals listed in order of importance, behavioral objectives related to these goals, and activities for students related to these objectives. The printed materials and filmstrip-tapes provide the necessary training to plan, implement, and evaluate a comprehensive career development program.

Requirements Use of the set of printed materials and filmstrip-tapes by school staff and students for one academic year is required. A designated CPSS Coordinator directs the CPSS implementation with the help of a four- to eight-member committee, two temporary task forces, and the cooperation of the principal and other administrative personnel.

Costs Personnel costs for one staff member (one-third to one-half time); cost of a complete set of materials, approximately $80; cost of consumables, approximately $50.

Services Awareness materials are available at no cost. Inquiries are welcomed by contact persons and at demonstration sites. Training can be provided at adopter site (costs to be negotiated).

Contact *Harry Drier; National Center for Research in Vocational Education; 1960 Kenny Rd.; Columbus, OH 43210. (614) 486-3655 or (800) 848-4815.*

Developmental Funding: National Institute of Education JDRP No. 80-5 (5/23/80)

CAREERWAYS: A multimedia career education program designed to increase students' knowledge about the world of work and reduce the negative effects of stereotyping of course selection and career choices.

Audience Approved by JDRP for students of all abilities in grades 7 and 10.

Description CAREERWAYS is designed to assist students in identifying and overcoming obstacles based on sex-role and other kinds of stereotyping and to encourage students to begin their career preparation by enrolling in school courses related to their career aspirations. The program consists of 12 thirty-minute televison programs, 12 fifteen-minute sound filmstrips, 24 display-sized study prints, and a teacher's guide. The television programs present examples and effects of stereotyping and emphasize the importance of making career decisions on the basis of interests, abilities, and values. They feature 32 on-the-job interviews with men and women who have been successful in careers considered nontraditional for members of their sex and/or ethnic group. These role models discuss the characteristics of their jobs and the interests, preparation, and abilities that have led to their successes in nine career cluster areas—the Arts, Agriculture, Athletics and Recreation, Business and Office, Health Care, Industry, Science and Engineering, Services, and Transportation. The sound filmstrips parallel the television programs. The teacher's guide contains an outline of each program and offers specific suggestions to motivate students' interest. Follow-up activities include self-assessment of interests, simulations of jobs, and basic skills practice in career contexts. The CAREERWAYS project has received validation as a California State Department of Education, "Exemplary/Incentive Dissemination Program". As a result of their experiences with CAREERWAYS, 7th and 10th grade students gained more on the Career Knowledge Survey than their control counterparts. Project students also demonstrated increased freedom from sex-role stereotyping, as measured by the Career Attitude Survey. Additionally, 88 percent of both treatment males and females enrolled in elective career-related higher mathematics courses and were able to more clearly identify career goals, as compared to 38 percent on the control group; while general district data reveals that only 8 percent of its male and female students were enrolled in career-realted higher mathematics courses, effectively limiting many of their future career opportunities.

Requirements The program can be implemented as a self-contained career unit at one grade level by one or more teachers following the teacher's guide, or as a school-wide career program tracked into several subject fields. A one-day training workshop is strongly recommended.

Costs Adopters may choose one of three packages to implement the program. Package 1 ($250) includes 12 filmstrips, 24 study prints, and 1 teacher's guide. Package 2 ($750) includes 12 video cassettes, 24 study prints, and 1 teacher's guide. Package 3 ($1,000) includes 12 filmstrips, 12 video cassettes, 24 study prints, and 1 teachers guide. Additional teacher's guides and study prints may be purchased separately. Training requires one-day released plus trainer's travel expenses and per diem.

Services Awareness materials are available at no cost. Arrangements can be made for visits to demonstration sites. Consultations, training, and follow-up services are available at the expense of the requesting institution.

Contact *Dr. Ruth Rich, Project Director, Los Angeles U.S.D., Office of Instruction, 450 North Grand Ave., Los Angeles, CA 90012 (213) 625-6411; Sharon Seib, Project Disseminator, Los Angeles U.S.D., 1320 West Third Street, Rm 54, Los Angeles, CA 90017, (213) 625-6429.*

Developmental Funding: Developed under ESEA, Title IV

PROJECT CDCC: Career Development Centered Curriculum. A coordinated career development program with teacher-developed classroom units that focus on career awareness, self-awareness, and introduction to decision making. Approved by JDRP for student of all ability levels in grades K-6.

Description This program helps children move through the career development process smoothly and helps them understand that basic skills are used daily in the "outside world." The 3 major outcomes of the program are: increased awareness of life roles, development of and practice with decision-making skills, and enhanced self-concept formulation. The program consists of 27 curriculum units focused on a variety of career awareness and self-awareness topics. Each unit contains goals, specific instructional strategies, suggested resources, and evaluation instrumentation. The units include learning and practice in math, communication arts, science, and social studies while contributing to the career development aspects of each individual's growth. The units employ several teaching strategies, such as role playing, discussions, work sheets, field trips, and use of role models and audiovisual materials. Time of implementation for each unit is approximately 2 instruction hours per day for a period of 1 to 3 weeks. One unit is taught during each 9-week grading period at each grade level. The project's inservice component assists teachers in planning for and implementing unit activities in their classrooms. This program offers a set of well-developed teaching materials that are sequenced, coordinated between grade levels, easily adapted, and designed to be incorporated into existing social studies and science curricula, with built-in evaluation components and high interest activities for children.

Contact ***Sonya Townsend, Project Secretary; Coloma Community Schools; Administration Building; P.O.Box 218; Boyer Rd.; Coloma, MI 49038. (616) 468-6785, ext. 46.***

Developmental Funding: USOE ESEA Title III

JDRP No. 78-168 (3/16/78)

CENTER FOR EDUCATIONAL DEVELOPMENT/CAREER GUIDANCE PROJECT, A K-12 infusion model designed to develop knowledge and skills in self-awareness, and career exploration.

Audience Approved by JDRP for students of all abilities grades 4-12, teachers, administrators, counselors, and community members. This program is also available for and has been used in grades K-3.

Description The Center for Educational Development is an interdistrict organization that coordinates and delivers a variety of career education services to all county schools. The project has several major components; direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources, such as volunteer aides, speakers, and work experience/exposure sites; conduct of parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper.

Elementary level activities focus on self-awareness and an introduction to career areas. Activities in grades 7-9 focus on a wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students career exploration and uses of academic skills in various careers.

Requirements The model is a counselor/consultant design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the adopting district. Requirements for adopting districts include qualified counselors or student-services personnel, commitment to the model, appropriate media and materials, and teacher-training time. Between two and two and one-half days of preservice training and additional follow-up inservice training are required.

Costs Costs of preservice and inservice training for adopting staff and evaluation (testing, scoring, reporting) are borne by adopters. A minimum suggestion for initial training and purchase of materials needed by teachers and counselors is $3,000.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Center staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adoption site (all expenses must be paid, including trainer's fee, cost of training materials, trainer's travel and per diem). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Don Lawhead, Director; Center for Educational Development; 545 N. Camino Seco; Tucson, AZ 85710. (602) 296-2397 or 5451.***

Developmental Funding: USOE Educational Professions Development Act JDRP No. 78-177 (8/10/78)

PROJECT CHILD: Comprehensive Help for Individual Learning Differences. A comprehensive program utilizing all possible resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families. Approved by JDRP for infants through adults of all abilities, English-, French-, or Spanish-speaking.

Description A child's education cannot take place in a vacuum— solated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evenings, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12 hour day-program (Children's Demonstration School, Child Development Center) is complemented by: the In-Camp Learning Program, an evening educational component in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; an Aide Training Program, which trains and employs parents and older siblings as classroom aides; and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives are behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) are identified, and evaluative devices are determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity. CHILD no longer operates the summer program as mechanization had delayed the need for workers until September. CHILD materials, awareness, training and follow-up continue to be available.

Contact *Gloria Mattera, Director; BOCES Geneseo Migrant Center; Holcomb Building 210; Geneseo, NY 14454. (716) 245-5681.*

Developmental Funding: USOE ESEA Title I (Migrant)

JDRP No. 23 (4/9/73)

CITY AS SCHOOL (CAS). An alternative high school whose primary curriculum objective is to link students with learning experiences throughout any size community. Approved by JDRP for high school students.

Audience Approved by JDRP for At-Risk Adolescents in grades 9-12 with a high rate of truancy, lack of motivation and an increased sense of alienation.

Description CITY AS SCHOOL is an alternative, diploma-granting high school whose curriculum objective is to link students with learning experiences of a business, civic, cultural, political or social nature throughout any size community. The underlying concept is that the world of experience can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting threatening or unrelated to their present and future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons for their education.

Instead of attending classes in one building, students move from learning experience to learning experience and receive academic credit for each learning experience successfully completed.

Teachers are divided into Resource Coordinators and Teacher Advisors. Each Teacher Advisor holds weekly orientations, seminars, class meetings and is responsible for individual meetings with student and/or parents, and writing college evaluations. Resource Coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring students; progress, responding to students' problems at resources and registering students. Visits to sites are required.

Requirements Adopting district or school will need to set up an alternative academic program to service those students described as high-risk or drop-out prone. Once the teacher has been trained, the techniques of student management, curriculum creation, monitoring and evaluation are easily accessible to other staff members. Accessibility to a phone and secretarial services is necessary as are school support services.

Costs Costs will vary depending on the size of the adoption. Staffing requirements are a teacher and secretarial assistance. Ideally a separate phone should be available for the project. Some provision for transporting the students to the sites is needed. All in-service training is provided free of charge. All prototype forms are provided free. CAS will pay for our trainers' salaries, travel and lodging. A visit to the CAS site in NYC is advisable prior to the inservice training.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment. Project staff are available to attend Awareness Sessions (at no cost to potential adopter). Planning and training provided at adopter site (2-3 days). Training and prototype materials, forms replication manual provided free of charge.

Contact ***Joan McLachlan Douglas; City-As-School; 16 Clarkson Street, New York, NY 10014 (212) 691-7001.***

Developmental Funding:
USOE ESEA Title IV-C and NYC Board of Education

JDRP No. 82-13 (6/10/82)

PROJECT COFFEE (COOPERATIVE FEDERATION FOR EDUCATIONAL EXPERIENCES). A comprehensive instructional and occupational training and counseling program.

Audience Approved by JDRP as an alternative occupational education program in high technology for alienated/disaffected secondary students.

Description Project COFFEE was developed in response to the employment demands of high technology and the increasing number of alienated, disaffected secondary school-age students as a comprehensive instructional program. Project COFFEE has uniquely integrated four components: an academic component that provides relevant (occupational and life-coping) basic skills instruction based on an individualized educational plan; an occupational component that provides hands-on educational experiences in an adult-like high technology work environment while reinforcing basic skills; a counseling component that provides occupational and emotional support utilizing state, regional, and local social service agencies; and a physical education component that offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation. Each occupational program features job entry skills, job placement skills, shadowing experiences, and a related work-study program. Occupational components include: electronic assembly, data processing, building and grounds maintenance, horticulture/agriculture, and distributive education.

Project COFFEE was developed by a regional cooperative federation of seven school districts and a highly successful partnership with high technology business and industry. This partnership has provided educational assistance in curriculum development, staff training, occupational training materials, equipment acquisition, competency-based assessments, internship experiences, and more. Materials include: program manual, basic skills curriculum guide, guidelines for industry/education linkage, guidelines for inter-agency collaboration/community outreach, procedures manual for development of competency-based assessments, and diagnostic needs assessment survey manual for student survival skills course.

Requirements Support of educators, parents, community, school board, local special service agencies and related business/industries is essential. The project may be adopted by a single school district or by a federation of school districts The program functions extremely well as a "school within a school"; therefore, no additional building site is required. A realistic work environment with state-of-the-art equipment is required. An effective communication plan with students, parents, educators, local social service agencies, and related business and industry is required.

Costs Cost of replicating the program is approximately $2,500 to $3,000 per student or $45,000 to $50,000 per training program (15 to 20 students). Effectiveness of the program is greatly enhanced by maximum utilization of existing government-supported social service agencies and industry/education initiatives.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff can attend out-of-state awareness meetings (costs to be arranged). Training is available for potential out-of-state adopters at their site or at developer/demonstrator site. Follow-up technical assistance is also available. Materials are available at nominal charge.

Contact *John R. Phillipo, Project Director, Jane Garvey, Project Coordinator, Project COFFEE; Oxford High School Annex; Main Street; Oxford, MA 01540. (617) 987-1626 or 1627.*

Developmental Funding: Vocational Education JDRP No. 82-25 (5/19/82)

PROJECT DISCOVERY. A systematic approach to prevocational exploration that allows the participant to search for a career theme, "not just a job."

Audience Approved by JDRP for individuals of all abilities, age 12 and up, including minority groups, the deprived, and the handicapped, as well as "typical" populations.

Description Project Discovery kit activities can be used alone for exploration or combined with other activities (occupational-information materials, shadowing, work experience programs, work evaluation, and employability skills training) to form a more comprehensive system. Forty-three exploration kits and a Guidance and Counseling Component comprise the "Regular Edition." Kits contain hardware and software necessary to perform work activities. These activities include individualized, written instructions (fourth through sixth grade reading level) in cartoon-style format. Participants gain experience and a feeling for work by performing these activities. Guidance and counseling activities assist in processing information.

Fifteen exploration kits, the "Special Edition" are designed for special-needs populations, including disabled readers. Modifications of the Regular Edition were based on field-testing in schools. The resulting changes include a lower reading level (second through fourth grade), addition of an introductory book, "First Look Book," cassette tapes, and a revised set of guidance and counseling materials. The Guidance and Counseling Component allows staff to help participants more effectively "process" these experiences. Guidance materials include a manual, instructor's notes for each kit, and a 16mm film.

Requirements The Discovery approach to pre-vocational exploration offers various adoption possibilities. There are numerous models, but most follow one of the three basic formats: the Exploration Center Approach, where all kits are located in one large open or subdivided area with students scheduled for explorations; the Multiple Classroom Approach, with kits located in two or more rooms with separate staffings; and Mobile Approaches, where kits are circulated among different buildings or transported in a mobile lab. Staffing requirements vary accordingly.

Costs Forty-three Project Discovery exploration kits plus Guidance and Counseling Component comprise the Regular Edition. 15 Project Discovery exploration kits plus Guidance and Counseling Component, cassette tapes and low reading level instructions comprise the Special Edition. Individual cost from $80.00 to $895.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *William Horner; Experience Education; 103 S. Broadway; Red Oak, IA 51566. (712) 623-4913.*

Developmental Funding: USOE BEH, and Career Education JDRP No. 78-161 (3/15/78)

PROJECT ECOLogy (Environmental Career-Oriented Learning). A project aimed at infusing ecological concepts, career information, and futures understandings into basic skills subject matter.

Audience Approved by JDRP for grade 2 students of all abilities.

Description The project's goal is to infuse ecology/science concepts, career information, and futures understandings into basic skills subject matter using an easily implemented format. Cycles, recycling, food, nutrition, pollution, and careers are all topics of the ECOLogy program. The project uses a motivating series of lessons/units/strategies/activities designed by teachers. Each unit is packaged to be used in a classroom over a four-week period, typically for one hour per day. The units are called Environmental Learning Experiences (ELEs), and many of them have supporting Project Activity Kits (PAKs). Six primary, 14 intermediate, and 8 secondary units, some of which have supporting Project Activity Kits, are available.

Fifteen of the units have activities that relate specifically to the development of higher-level thinking skills—analyzing data, identifying trends/patterns/sequences, predicting outcomes, testing outcomes, and exploring open-ended questions. Fourteen of the units have information and activities that relate specifically to career information and career understandings. These materials are coded to understanding jobs, relating basic skills to occupations, entry into the labor force, job availability, relating jobs to personal potential, education and training opportunities, and job-securing skills. Each ELE is attractively packaged with a picture of the Project Activity Kit, background information, conceptual overview, master material list, and preunit activities and guided lessons. The contents of the unit focus on energy, water, air, solid waste, and noise. The materials are easily adopted by individual classroom teachers.

Requirements The ECOLogy materials are available to school districts on a limited basis. Full implementation of the program requires training, inventory and sundry support services. The Highline District recommends a training workshop as part of a full implementation, but individual teachers can easily implement the units without training.

Costs If the total program is adopted, a district purchases 20 ELE's, develops 14 PAKs, and reproduces 15 evaluation packages. Cost of unit adoption starts at $3.50. The ELE's are available through the Highline District for $3.50 each. The paks are usually developed by the adopting district and items in each kit average $130.00.

Services Awareness materials are available on a limited basis. Visitors are welcome any time by appointment. Project staff are available too on a cost reimbursment basis.

Contact ***Bill Guise; Highline School District; 15675 Ambaum Blvd., SW; Seattle, WA 98166. (206) 433-2453.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-80a (12/18/75)

ECOS TRAINING INSTITUTE (ETI). A program offering workshops designed to assist local school districts with infusing career education, life-role skills, basics, environmental education, and other components into their curricula. Approved by JDRP for teams of K-12 teachers and administrators and community representatives invited by the team.

Description The ECOS Training Institute offers a three-day workshop in the process of curriculum design. Participating teams should have three to eight members, with more than one person from a school building; a maximum of 35 participants can be accommodated. The ETI process has proven effective on a national level in assisting diverse local school districts to achieve their educational goals (e.g. environmental education, career education). The process has four interrelated elements: curriculum infusion, stewardship, community/school interaction, and teamwork. Curriculum infusion is basic to the program. Through a step-by-step procedure, teachers examine their courses and incorporate priority concepts, knowledge, skills, attitudes, and activities of career education, environmental education, basics, life-role skills, etc., into appropriate segments of their courses. Stewardship is the students' active participation in the management of problems, i.e., a decision-making process. Suggested stewardship activities are demonstrated at the workshop. Community/-school interaction is the joint cooperation of schools and community in mutually beneficial educational efforts. Community interaction provides a ready source of people and materials. Teamwork is a cooperative effort on the part of the administration, students, teachers, and community members to coordinate and manage the change process in a school district.

Contact *Frank Thompson, Director; ECOS Training Institute; P.O. Box 369; Yorktown Heights, NY 10598. (914) 245-6154.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-59 (5/14/74)

ELSMERE PROJECT. A basic skills vocational program for trainable mentally retarded, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.

Audience Approved by JDRP for students ages 5-21 classified by child-study teams as trainable mentally handicapped (TMH).

Description The Elsmere Project meets the individual needs of TMH students by providing individualized scheduling of instruction in five essential areas: academics, socialization, independent living, prevocation, and vocation. For each area, the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas.

Each student is exposed to a simulated work atmosphere, punching a time clock and so on. Students are involved in rudimentary training and work activities such as assembling, packaging and collating. Students participate in a vocational training program which reflects community manpower needs. On-the-job training is provided for students in the final stages of the training program. The Glassboro Trainable Assessment Profile (G-TAP), assists the teacher in placing students at the correct functioning level in each of the life skill areas. It is also a useful tool to measure yearly growth and assist the childstudy team in developing objectives for the Individual Educational Plan (IEP).

Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by providing information on the skills necessary to prepare students for particular jobs.

Parent interest and participation is another component in the success of the Elsmere Project. Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

Requirements The Elsmere Project is best adopted at the school level, but smaller units (one, two, or three classrooms) can make adoptions. A three-day training workshop must be attended by teachers and participating administrator(s). Adopter agrees to use project-designed student evaluation scale and to furnish data for comparison. Strong administrative support helps to ensure successful adoption.

Costs Start-up costs for training and curriculum materials: approximately $225 per teacher. Costs for vocationally related equipment and supplies vary depending on resources available. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (all expenses must be paid, including trainer's fee). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact *Dr. James F. McGettingan, Project Director, Educational Information and Resource Center (EIRC), 207 Delsea Drive (Rt. 47), RD 4, Box 289, Sewell, NJ 08080. (609) 228-6000.*

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 79-23 (5/17/79)

PROJECT EQUALITY. A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

Audience Approved by JDRP for grades K-6.

Description Project Equality proposes to reduce sex-role stereotyping in students with materials designed to counter such stereotypes in occupational and home sex roles. Project-developed materials which may be used independently or in combination provide students with nontraditional sex-role models. All materials are self-contained, easily adapted to a variety of classroom settings, require no additional staffing, and fit within the context of subjects the teacher is already expected to cover. Most require 15-45 minutes' use per day over a two- to three-week period. Activities are simple, interesting, and experiential, making them usable with students of different ability levels. Six Occupational Simulation Packets ($6.25 each) feature a hands-on career education activity based on the isolated job skill concept. This concept singles out a saleable skill required for a wide variety of jobs and already possessed in some measure by students. As students identify and use the skill in a hands-on simulated work experience, it becomes clear that a skill required for one type of work can often be transferred to another. Discussion questions emphasize these points. The six packets ("Color Discrimination" and "Crawling and Squatting" for grades K-2, "Assembling" and "Creativity" for grades 3-4, and "Measuring" and "Oral Persuasion" for grades 5-6) are sensitive to many kinds of discrimination: illustrations show a mix of races and sexes, and K-2 packets include a discussion of how to use the activities with handicapped children. Packets include lesson plans and a list of required support materials. Kits containing all required support materials are available, ranging in price from $155-$375. The *Yellow, Blue and Red Book*, for grades K-6 ($26), is a large loose-leaf notebook containing many ideas for short-term activities that help teacher and students expand their awareness of sex-role stereotyping and broaden their views of sex roles in the home and appropriate job opportunities for qualified people. Activities in the yellow area take 10-20 minutes to carry out, those in the blue area require 20-40 minutes, and those in the red, more than 40 minutes. *Many Thousand Words—Work Pictures*, for grades K-6 ($26), is a loose-leaf book containing pictures of women and men, girls and boys in a variety of nonstereotyped work settings; a variety of skills and abilities is depicted. Discussion questions focus on the job skills needed and on whether possession of those skills is limited by sex.

Requirements Staff: district career education director and/or curriculum director, principal, school librarian, and six teachers. Training: one one and one-half day training session; optional one-day follow-up meeting. Total cost for staff development of implementation team and all interested teachers (to a maximum of 60): $800 plus travel costs for two trainers.

Costs If all materials are used, total cost is $1,789. Estimated continuation cost is $75 a year. Materials can be used by all district elementary schools in turn. Assuming 3,000 K-6 students in a district, first year cost of implementing the program is $.85 per pupil.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project (adopter pays only its own costs). Training is also available at adopter site and at turnkey sites in Bellevue, Washington and Farmington, Utah (all expenses must be paid, including trainers' stipends). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *John Ross, Director of Federal Programs; Highline School District; 15675 Ambaum Blvd. SW.; Seattle, WA 98166. (206) 433-2454.*

Developmental Funding:
USOE ESEA Title III and IV-C and Women's Educational Equity Act Program JDRP No. 78-180 (5/25/78)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory]. A competency-based alternative program that asks students to step outside the classroom walls for approximately half of their school time.

Audience Approved by JDRP for students of all abilities grades 9-12. This program has also been used with grades 7-8, with adults, and with disadvantaged, migrant/bilingual, gifted and talented, and handicapped populations.

Description EBCE is a secondary education program that uses the entire community as a school. Learning is accomplished through carefully planned activities that capitalize on the knowledge and expertise of business people and other community resources. These activities effectively combine academic learning, basic skills, and career awareness.

EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, and environmental) as primary resources to meet curriculum objectives. These community resources are developed and analyzed by staff so information about the nature of the resources and possible learning activities is available to students. Preliminary exploration is followed by intensive visits to resources. Using the experience of these visits, as well as a variety of traditional and non-traditional resources, students complete individualized projects they design under staff supervision, that incorporate specific academic, life skill, and career development objectives. Program emphasis is on skills needed for lifelong learning. Students are held accountable for their own time, learning and behavior, with expectations of increasing maturity and responsibility. Program handbooks and materials offer guidelines within which students and staff make decisions as well as tools for documenting students' plans and progress. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business, and labor. Students can earn both required and elective credit.

Requirements Communities adopting EBCE report greater success when staff has participated in several days of program design and planning plus five days of training in the new procedures this innovation requires. It is desirable for new staff to visit an operating EBCE program. Inservice consultation after the program is operating has been found useful. Some programs use separate facilities as the EBCE learning center; others remodel or use existing building space. Student transportation options must be examined, as well as time and resources for community site recruitment and utilization to adopt the program.

Costs EBCE programs operate at approximately the average secondary per-pupil costs in most districts.

Services Descriptive materials are available at no cost. Operational handbooks and other program materials available at cost. Awareness conferences can be arranged (cost to be negotiated). Visits to a demonstration program in most regions can be arranged. Planning assistance, training, and on-site follow-up technical assistance are available through a network of trainer-consultants; these services are usually available at no cost when several adoptions are involved (otherwise costs are negotiable and will depend on travel schedules, geographical region, and other factors).

Contact *Ted Kildegaard, EBCE Dissemination Project; National Experience-Based Career Education Association; 3228 Sacramento St.; Berkeley, CA 94702. (415) 567-2330.*

Developmental Funding: NIE

JDPR No. 75-22 (5/7/75)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Fond du Lac, Wisconsin]. A career exploration program which integrates community experiences, and basic life skills. Approved by JDRP for students of all abilities, grades 11 and 12, who wish to explore careers while earning high school credit.

Description The goal of the Fond du Lac Experience-Based Career Education program is to help students look at themselves and at various career options in a realistic and mature manner through use of community resources with the guidance of a professional staff. Students experience responsibility and develop the decision-making skills necessary to form a career plan.

The Fond du Lac program allows high school juniors and seniors to earn academic credit while exploring careers in the community. Academic work is related to career exploration experiences, which helps students realize the relevance of subject matter to the real world of work. Heavy emphasis is placed on problem-solving and decision making skills. Students are required to complete activity sheets on such basic life skills as banking, insurance, personal loans and budgeting.

Instruction is on a one-to-one basis, and academic work is geared to each student's interests, abilities and needs. A Career Guide helps the student to relate each career experience to his/her own values and needs.

Contact *Ronald R. Nelson, Director; Goodrich High School; 382 Linden St.; Fond du Lac, WI 54935. (414) 929-2790 or 929-2748.*

Developmental Funding: USOE BOAE

JDRP No. 79-4 (9/27/79)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory]. A partnership program between school and community, integrating basic skills, life skills, and career development. Approved by JDRP for grades 9-12.

Description EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, environmental) as primary resources to meet curriculum objectives. Short term explorations are followed by longer visits called learning levels. Utilizing the experience of these visits, as well as a wide variety of traditional and non-traditional resources, students complete individualized projects that are written to specific academic, life skill, and career development objectives. Students are assisted in developing skills in time management and short- and long-range planning. They are held accountable for their own time, learning, and behavior, with expectations of increasing maturity and responsibility. Students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory comittee composed of parents, students, and representatives of education, business, and labor. Students earn both required and elective credit and receive a regular high school diploma. Adaptations have been made for gifted programs, migrant students, JTPA youth employment projects, and corrections agencies. Training and technical assistance available at cost.

Contact *Larry McClure, Program Director; Education and Work Program: Northwest Regional Educational Laboratory; 300 S.W. Sixth Ave.; Portland, OR 97204. (503) 248-6800, ext. 430.*

Developmental Funding: National Institute of Ed. JDRP No. 75-22 (5/7/75)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Research for Better Schools, Inc. (RBS)]. A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and post-secondary plans. Approved for student of all abilities, grades 9-12.

Description This program focuses on five basic goals for students: preparation for career opportunities; growth in communications skills and mathematics; increased accuracy and breadth in student perceptions of their environment; enhanced motivation to learn; and increased ability to plan, solve problems, make decisions, and take action. Three interrelated components form the RBS EBCE Program; Career Development, Career Guidance, and the Academic Resource Center. Career Development directs students into the community for career explorations and contact with working adults. Career Guidance helps students to integrate their job site activities with personal and academic interests, needs, and skills through structured group and individual guidance sessions. The Academic Resource Center provides individualized instruction in mathematics and communication skills. The existing school program, of which RBS EBCE is designed to be part, provides the remainder of students' academic needs. RBS EBCE was not developed for use in a rigid, predetermined manner. It was meant to be stretched and molded to fit the circumstances of the particular community and school district.

Contact *Louis Maguire, Development Division Director; Research for Better Schools, Inc.; 444 N. Third St.; Philadelphia, PA 19123. (215) 574-9300.*

Developmental Funding: National Institute of Ed. JDRP No. 75-22 (5/7/75)

HEAR: Human Educational Awareness Resource. A curriculum infusion model with built-in staff development to increase work options and reduce effects of stereotyping. Approved by JDRP for students of all abilities, grades 4-9. It has been used in other settings with grades 1-3 and 10-12.

Description Project HEAR consists of Primary, Intermediate and Secondary Learning Units, integrated into a student's regular curriculum over a 45-day time span. Learning Units are sequentially organized and designed for use in any existing classroom structure with any discipline; they may be adapted to multiple learning needs. Project HEAR combines reading, writing, verbal, audiovisual, and simulation gaming experiences. Activities are varied and afford students opportunities to work individually and in groups. Project HEAR aims to make students aware of their needs, skills, strengths, aptitudes, and motivations. The program relates a variety of occupational information to the student's self-concept. Emphasis is placed on choosing and examining alternatives in order to make decisions. At the elementary school level, the primary goal of the program is to change students' views about the world of work and to break down occupational stereotypes. At the upper levels, the program aims to increase students' knowledge of the world of work and to align their occupational choices with their occupational interests, aptitudes, and abilities. Project HEAR's curriculum is designed to help students gain insight without judgment of succes or failure, to lead students to a successively widening exploration of the world outside themselves, and to teach them decision-making skills and provide skill-building activities. Self-awareness, career awareness, and decision-making are the threads that weave the project's components together.

Contact *Joel Geller, Director; Project HEAR; Cogent Associates; 306 Alexander St.; Princeton, NJ 08540. (609) 921-1484.*

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-185 (5/31/78)

MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH). A program designed to infuse career education into the regular K-8 curriculum, with a component for staff development and self-evaluation.

Description Project MATCH is designed to infuse a career education component into the regular curriculum of a K-8 school district program. The program emphasizes career education in three ways: by an infusion process built around the various content areas, by experiential activities within the classroom for real-world understanding, and by wide-ranging study and research opportunities that are centered in career education yet keyed to the content areas. The project has developed behavioral objectives in 10 areas of career education, a grade-by-grade guide to achieving these objectives, a series of curriculum infusion units that integrate career education concepts into most curriculum areas, special individualized programs, a simulation program in civics, and career education evaluation instruments (both formative and summative). Training sessions for program implementation have also been developed. During the two-day inservice session, teachers are introduced to the project and to ways they can assist in planning for implementation and evaluation. Optional inservice for professional development is also available. The 10 goal areas of MATCH are career awareness, self-awareness, attitude development, education awareness, economic awareness, consumer competencies, career orientation, career planning and decision-making skill development, and civic responsibility. Project materials include teacher guides, consumables for students, game designs, bulletin board idea sketches, evaluation instruments, administrative guides, and a filmstrip for general program description.

Contact *Darvel Allred, Project Specialist; Ontario-Montclair School District; 950 West "D" St.; P.O. Box 313; Ontario, CA 91761. (714) 983-7412 or -9501, ext. 235, 179.*

Developmental Funding: USOE ESEA Title IV-C JDRP No. 78-167 (3/16/78)

OCCUPATIONAL AND CAREER DEVELOPMENT. A sequential career education program focusing on student awareness, exploration, and preparation.

Audience Approved by the JDRP for students of all ability levels, K-12.

Description The program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle-school level, and preparation and information at the secondary level. The program is built around a career education theme that has as its process goals: student evaluation of self-characteristics, exploration of broad occupational areas, introduction to the economic and social values of work, introduction to the psychological and sociological values of work, consideration of educational and training alternatives, and development of student decision-making skills related to the other goals. Analysis of the process goals led to the development of six elements that have been incorporated into career education activities at all grade levels. These elements are: hands-on activities, role playing, field trips into the community, resource people in the classroom, subject-matter tie-ins, and introduction to occupations in the community relevant to students' interests and abilities.

The curriculum unit approach was chosen as the original structural framework for implementing career education because Cobb County teachers felt more comfortable with units. The concurrent and overlapping nature of the elements stimulated individual creativity and permitted flexibility within any given unit. Teachers were encouraged to plan unit activities related to the curriculum and focused on students' interests and abilities. Through use of the six elements and the unit approach, teachers were given a basic framework with which to develop activities to meet their students' needs.

Requirements Project may be implemented by a single teacher, but effectiveness is increased if small groups of teachers are involved in staff-development workshops where concepts, materials, and suggested activities are introduced and experienced. Such workshops should be conducted with teachers grouped according to year/grade levels or subject areas.

Costs Forty-six Elementary Curriculum units $90; 51 Elementary-Middle School Curriculum Units, $100; 30 Middle School-Senior High Units, $70; complete set of 64 units, $120. Usually, existing allotments for staff development can be used. Additional per-pupil cost is negligible, depending on available resources. Program costs can be managed through alternative use of existing materials and utilization of other resources.

Services Curriculum-centered units and other materials are available at cost to serve as planning guides. Limited visitation is available by appointment. No training is conducted on-site. Training can be conducted off-site on a limited basis (staff costs must be paid).

Contact *Judy Comer, Career Education Supervisor; Cobb County Public Schools; P. O. Box 1088; Marietta, GA 30061. (404) 426-3411.*

Developmental Funding: USOE BOAE

JDRP No. 74-7 (1/18/74)

OCCUPATIONAL VERSATILITY. (O.V.). An exploratory prevocational experience for all students in a general multiple-activity industrial arts shop. Approved by JDRP for grades 6-9 in industrial arts. This program has been used in other industrial arts settings with grades K-5 and 10-12.

Description Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout the learning procedure, the educator both creates the scene in which the learner functions and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program. Facilities provide opportunities for work in areas that include, but are not limited to: woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries. Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, to instructors, and to more-experienced peers. O.V. has been applied in one-teacher shops. The O.V. method has been expanded into four phases: the Awareness Phase, for the elementary school; the Exploratory and Emphasis Phases, for the junior high school; and the Preparatory Phase for the high school. Adaptations of the O.V. method have also been applied to the home economics and art areas.

Contact *Dr. Sam Porter; Dept. of Tech.; Western Washington State University; Bellingham, WA 98225. (282) 676-3388.*

Developmental Funding: USOE ESEA Title III

JDRP No. 12 (4/17/73)

OPENING THE DOORS. A career education curriculum infusing reading readiness and writing with built-in staff development to reduce effect of stereotyping. Approved by JDRP for students of all abilities in grades K-3.

Description Although 90% of all American women will work for part of their lives, girls still aspire to a narrower range of careers than boys, and boys still view girls within a narrow occupational scope. The developers of this interdisciplinary, multimedia career education curriculum assume that if children in the early years can be taught to allow flexibility in role identification, their future occupational choices can be based not on sex-role stereotyping or societal expectations but on individual potential. On the premise that children learn by doing and that learning is fun, learning activities combine reading readiness, writing, oral, verbal, visual, simulation, and learning experiences. Students work individually or in small or large groups. In the K-1 curriculum, four dramatic play units give children opportunities to construct a work environment and experience occupations. Learning centers allow children to select their own activities, thus enabling them to become more independent, responsible, and socially cooperative. Language arts activities improve verbal skills and build positive self-image. Learning activities for grades 2-3 follow a logical sequence and help students to look at themselves, the world of work, and decision making. An activities resource guide describes 150 activities; the rationale, goals, and objectives for each; suggestions for implementation; and alternative strategies.

Contact *Joel Geller; Cogent Associates; 306 Alexander St.; Princeton, NJ 08540. (609) 921-1484.*

Developmental Funding: USOE/Career Education

JDRP NO. 80-36 (12/9/80)

POSEN-ROBBINS CAREER AWARENESS SERIES IN EARLY CHILDHOOD

Audience Approved by JDRP for grades 1-3

Description The Posen-Robbins Career Awareness Series introduces primary grade children to adult careers and occupational roles, and the skills needed to enter them. The Curriculum is designed for infusion into ongoing skills lessons. There are 48 career awareness/basic skills reinforcement lessons available for use in K-1 and 96 for use in grades 2 and 3. A year-long program is available at each grade level. The following sequence is offered:

Grade K: Transportation and Hospital Work
Grade 1: Dentistry and Law Enforcement
Grade 2: General Office Work, Sales, Manufacturing, and the Performing Arts
Grade 3: Agribusiness, Ecology, Marine Science, and Communications

For grades K-3, there are twelve instructional resource units (150 pages each) in loose leaf binder format. Each unit contains daily lesson plans, worksheets for duplication, transparencies, bulletin board designs, guides to field trips and resource persons, poems, plays, and songs. In addition, a complete inventory of materials (along with addresses of suppliers and prices), a bibliography for teachers and students, and films and filmstrip suggestion is also included. Criterion-referenced tests for pre and post evaluation enable teachers to assess progress.

Lessons, while fulfilling different career awareness learning objectives, reinforce the basic academic skills of listening, speaking, reading, writing, and learning vocabulary. Additional skills include group discussion, dramatizations, media interpretation, and fine motor and social skills. Contents of science, social studies, health/safety, art, music and poetry as well as language arts and math are incorporated into the units.

Children involved in the program demonstrated superior performance on the Posen-Robbins Early School Career Awareness Test. All results were statistically significant in favor of treatment group beyond the $p=.01$ level. CTBS testing also indicates that the program has positive impact on basic skills. Illinois State Board of Education Validation received June 1981.

Requirements The basic requirements for adoption are that a school or district purchase the career education curriculum materials, plus some commercial materials necessary for the implementation of the lessons, and appoint a person (librarian or volunteer) to coordinate the program. The program coordinator will find adequate instructions in the Administrator's Guide. The school district should operate the program in at least one school for one year.

Costs The cost of the Administrator's Guide, Curriculum Guides and cassette tapes is $160. Depending upon how much of the lesson-related commercial materials are already in the adopting school district, the cost of the commercial materials may be up to $650. Most district already have many of the necessary materials such as filmstrips, study prints, books, and substitutions and adaptations of commercial materials is encouraged.

Services Awareness materials are available at no cost. A thirty minute video tape (1/2 inch) of the program being implemented in the classroom is available on loan. Effective implementation of the program can be achieved by following instructions and suggestions in the Administratior's Guide and in each of the twelve Curriculum Guides.

Contact *Mrs. Ramune M. Rackauskas; School District 143 1/2; 14545 California Avenue, Posen, Illinois 60469, (312) 425-4266 or Dr. John A. Rackauskas, Department of Early Childhood Education, Chicago state University, Chicago, IL 60628, (312) 995-2349.*

Developmental Funding: NIE

JDRP No. 83-49 (10/14/83)

PROJECT 50/50: A computer technology curriculum for secondary school students.

Audience Approved by JDRP for secondary school students.

Description Project 50/50 is a computer technology program designed to assist secondary school students in gaining computer application skills while increasing their levels of social functioning and academic achievement. The project was developed and implemented as an education/industry partnership and has as its target population, ethnic minorities, females and disadvantaged youth.

The uniqueness of the program is found in its comprehensive approach. The curriculum focuses on computer applications and consists of four components:

*COMPUTER AS A SUBJECT covers current and future computer applications, history, terminology, and robotics.

*COMPUTER AS A TOOL introduces programming in LOGO and BASIC languages and the use of graphics and word processing software.

*COMPUTER AS A CAREER focuses on tech-based careers and job opportunities, job search techniques, interviewing skills and inter-personal relations.

*COMPUTER AS A METAPHOR includes exercises in orienteering, and uses map and compass skills in relation to programming a computer.

When a school adopts Project 50/50, a network with local businesses is either begun or enhanced; teachers are trained; collaboration between schools is encouraged; and a curriculum is established. In contrast to comparison groups, Project 50/50 students have demonstrated significantly greater acquisition of computer skills (as measured by the Computer Skills Test), self-esteem (as measured by the Tennessee Self-Concept Scale), and interest in math, science and technology (as evidenced by student schedules), based on a one-year intervention period. Following a four-year plateau of achievement scores for math, reading and language, Project 50/50 students demonstrated significant gains compared to a norm group.

Requirements Adopting school district should provide five days of training for the computer novice and three days of training for the computer experienced teaching staff. One desk-top microcomputer and a printer are needed for every two students.

Costs Cost for replication is $150 per pupil (n=100). Costs include an administrator to coordinate and supervise all program activities, and teacher and trainer preparation expenses.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff is available for out-of-state awareness workshops (cost to be negotiated). Training is available for potential adopters at their home site or at the Oxford site, if more convenient. Excellent training materials are available for teachers and students.

Contact *Deborah J. Miles, NDN Coordinator; French River Teacher Center; North Oxford, MA 01537, (617) 987-1626.*

Developmental Funding: Local

JDRP No. 84-13 (3/26/84)

PROJECT R-3: Readiness, Relevancy and Reinforcement. A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

Audience Aproved by JDRP for students of all abilities, grades 7-9. This program has also been used with elementary, high school, and alternative school audiences.

Description Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its competency-based curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and career awareness development.

Requirements Reading and mathematics teachers should have a knowledge of the diagnostic/prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Aproximately 50 hours of inservice work are accomplished by each staff member in a given year.

Costs The basic materials of a secondary-level reading program can be utilized. Specially prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. A complete set of consumable math contracts for 250+ students can be purchased for $6.00 per set ($.21 per contract). Eighteen simulation booklets containing teacher guide and student materials cost $8 per book. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Pauline E. Perazzo, Director; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or 1112.*

Developmental Funding: State USOE ESEA Title III

JDRP No. 74-13 (2/20/74)

SLICE OF LIFE: A vocational program for special students.

Audience Approved by JDRP for special education students in grades 9-12.

Description Slice of Life seeks to have participating students develop to their maximum, skills that would make them employable. The four components of the program are career education instruction, career/vocational assessment, vocational training, and vocational placement. Individualized instruction is accomplished through the use of a vocational component of the Individual Education Plan (IEP) and the use of an Individual Instructional Plan (IIP) for special education students in regular vocational classes.

The Slice of Life instructional kit has 75 distinct tasks which are spaced over a period of four years. Twenty-five of these tasks are repeated one to three times during the program to reinforce learning and increase proficiency in critical areas. The kit includes a bibliography of supplementary materials, reproducible worksheets, sample forms, and a student vocational record card format. The curriculum, which covers all of the pertinent skills needed for work readiness, can be infused into existing English, math, or social science coursework or can be taught independently. Self-paced instruction allows an individual rate of progress for each student. A student vocational record card in each student's folder is used to record progress, test results, course work and job placement history. Inservice training and instructional materials are provided for teachers of special education or regular education teachers who have special education students in their classes. Slice of Life has developed and field tested procedures, inservice training, and products to make the personnel of the various services and agencies aware of each other's activities, and the program has piloted ways of interfacing their work.

Students participating in the program demonstrate a statistically and educationally significant improvement in their awareness of jobs as measured by the Job Awareness Inventory ($p < .05, ES = .33$) over control groups.

Requirements Adopting schools may select components appropriate to their local needs, although it is strongly recommended that the entire program be adopted since vocational training and placement must be compatible with the local employment opportunities.

Costs Program costs include Personnel Training, Special Ed. Teacher, Vocational Ed. Teacher, Materials, Consumables, and District Administration costs (including Director, Staff Clerk, Fringe, Travel and Telephone). Installation cost per student (N=600) is $258.50 with a recurring cost of $156.

Services Awareness materials are available at no cost. Visitors are welcome to visit Project site by appointment. Project staff are available for awareness meetings (cost to be negotiated).

Contact *Ms. Dorothy Emerson; Fremont Union High School District; Sunnyvale, California 94087; (408) 735-6477.*

Developmental Funding: ESEA Title IV-C

JDRP No. 83-46 (10/21/83)

UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS. A three-year student-oriented program designed to introduce secondary school students to allied health occupations. Approved by JDRP for secondary students.

Description The purposes of the program are to acquaint students with the allied health field and provide them with training in it; to offer students positive educational experiences to encourage and motivate them to continue their education; to give students skills and information with which they can compete and move upward in the world of work; to give students a better understanding of the health field to make them better consumers of its services; and to guide them into positions, occupations, and training programs for further education. The sequenced series of student objectives is based on inventories of tasks requisite to specific health careers, ranging from biomedical photography to ward management.

Contact *Miles H. Anderson; University of California Extension; Allied Health Professions; Sakin Bldg; 10952 LeConte Ave.; Los Angeles, CA 90024. (213) 825-2608.*

Developmental Funding: USOE BOAE

JDRP No. 73-1 (12/13/73)

VRP: Reading Power in the Content Areas (Vocational Reading Power). A staff develop- ment inservice project designed to assist content area teachers to assist student acquisition of content knowledge by the use of applicable reading skills.

Audience Approved for vocational students grade 10. This program has also been used in other settings at the postsecondary level and in junior and senior high nonvocational programs.

Description VRP is a staff development program designed to make content-area teachers aware of the gap between student reading abilities, requirements and printed instructional materials. The goals of the project are: to assist content area teachers analyze print requirements and student abilities in relation to the teaching of reading within the teaching of content: to provide content area teachers with information and practice in the use of practical teaching techniques to meet the needs of the first objective; and to increase student learning of content.

The program consists of interrelated components. Student assessment component trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Materials assessment provides teachers with the knowledge and tools, both manually and by computer, to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and im- prove use of the print materials to fit students' reading abilities. The vocabulary development, comprehen- sion, and study skills components focus on practical activities that teachers can incorporate into the total cur- riculum. The ongoing in-service component provides basic strategies and procedures through fifteen "Read- ing in the Content Area" Modules and additional resource materials. Thirty-two occupationally specific key word glossaries are available for students.

The project has proven to be effective in raising content teachers' consciousness reagarding the reading re- quirements of course material. Students have shown gains in general reading skills as well as in content acqu- isition when teachers incorporate reading strategies into content teaching activities. The project is effective for all students, but, particularly, for those reading below grade level.

Requirements A minimum of one staff person with a background in curriculum development and/or re- ading acts as part-time director/coordinator. Involvement of administrators, content-area instructors, and reading consultants (if available) is required. Once the district completes a training and implementation plan, the D/D provides a training workshop lasting one to three days, depending upon the needs of the adopting district. Staff development time should be provided. Computer resources should be available.

Costs No new equipment or staff are required. Cost of optional individual Key Word Glossaries varies. Adopters of this component may purchase glossaries for each student for classroom reference. Cost of in- dividual Reading in the Content Area Modules varies; entire set of 15, with supplementary texts, under $400. Adopters of this componenet typically purchase a minimum of five modules and a maximum of one complete set. Training manual: Currently $15 each, on per participant required. (Prices subject to change.)

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites. Project staff are available to attend awareness meetings (costs to be negotiated). Training is conducted at adopter site (all expenses must be paid, including travel and trainer fee). Implementation and follow-up services are available to adopter (costs to be negotiated).

Contact *Carol Burgess; The EXCHANGE; 110 Pattee Hall; University of Minnesota; Minneapolis, Min- nesota 55455. (612) 376-5297.*

Developmental Funding: USOE ESEA Title III JDRP No. 85-9 (3/15/85) Recertified (3/85)

WAYNE CAREER EDUCATION PROGRAM: A series of three sequenced curricula leading to career choices.

Audience Approved by JDRP for all students in grades 8 and 9, and for non-college-bound students, grades 11-12.

Description Three strands have been developed by the Wayne Career Education Program for three grade levels.

Career Awareness, grade 8. The curriculum provides methods, materials, and activities for students to examine careers within the structure of career families, and from this experience, to choose an occupation and plan ways of gaining employment in that occupation.

Career Exploration, grade 9. The curriculum is centered on ten cycles, each focused on a career area. Classes meet daily for 18 days, then rotate to the next cycle. Career areas include business and office, marketing and distribution, health, commercial art, consumerism, food, industry, and mechanical contracting. Teachers of cycles are subject matter specialists.

Employment-Seeking Skills, grades 11-12. In Phase I students apply research skills taught in English classes to the writing of a career research report during a nine-week period. They also cover resumes, employment/college applications and interviewing techniques. Phase II provides job placement services for part-time work to assist non-college-bound students in their transition from school to the world of work.

The three career curricula were evaluated by means of pretest-posttest control group studies using standardized tests. Gains made by students in the program averaged 7% (for Career Awareness), 11% (for Career Exploration), and 13% to 17% (for Employment Seeking Skills) higher than those made by control group students.

Requirements All of the strategies and products can be duplicatd in a new location. Adopters need to plan staff development activities with the help of project staff, purchase the materials, and provide a system for ongoing monitoring and support activities. No additional staff is necessary to adopt the program if existing personnel are used. A three-day on-site training session is sufficient for preparing staff for implementation.

Costs Career Awareness installation cost is $11.10 per pupil (N=200); Career Exploration, $20.85 per student; Employment-Seeking Skills, $11.50 per pupil. This includes training of four teachers or counselors.

Services A separate manual for each curriculum is available. Also available are "Parent's Guide," "Community Speaker's Guide," School Field Trips—"The Host's Guide," and "Taking Field Trips—Teacher's Guide," as well as "My Progress Report for Careers."

Contact *Thomas Hudak, Program Director, Wayne Career Education Program, Wayne Township Public Schools, 30 Nellis Drive, Wayne, New Jersey, 07470. (201) 694-8600.*

Development Funding:
Vocational Education Act and Career Education Incentive Act.

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